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ABSTRACT

A study of students who had transferred from a community college in Michigan to two senior institutions in the state between 1973 and 1979 was conducted in order to determine why students attended a community college; the point at which they decided to obtain a baccalaureate degree; and their experiences after transfer. The study also sought to relate students' background characteristics and the factors influencing their college choices to their academic experiences at the four-year college and their educational outcomes. Study findings, based on survey responses from 362 students, included the following: (1) the major reasons for attending the community college were convenient location, low costs, ability to work while attending classes, and flexibility of course times; (2) the major reason students transferred to the state regional university was that it allowed them to integrate their studies with work and family obligations, while students transferred to the major research university because of the prestige of the institution and the reputation of their academic programs of study; (3) respondents from families that were better educated and of a higher socioeconomic status were more likely to choose the major research university and to successfully obtain a bachelor's degree; and (4) a greater percentage of students who transferred prior to obtaining an associate degree attained a bachelor's degree than those who transferred with an associate degree. The survey instrument is appended. (HB)

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Forum #12: Student Achievement and Open Admissions: Do Student Outcomes Fulfill the Promise of the Open Door?

American Association Of Community And Junior Colleges
Annual Conference April 24, 1983 New Orleans, LA

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JC 830 173

Do student outcomes fulfill the promise of the open door? A developing trend says positively yes! Community and junior colleges are fulfilling the promise of the "Open Door." Today we know that many more Americans are experiencing college classrooms than ever before. However my research also points out the fact that community/junior colleges also serve to perpetuate our American social stratifications; that is, they help to place limits on student outcomes and baccalaureate institution choices. The "open" and the "limited" door will be the foci of my presentation.

My research has shown that the community and junior colleges of today are fulfilling the open door promise for those students who quickly prove their academic abilities at the community college level. Their short but positive community college experience gives them the "go ahead" to transfer early and to directly pursue baccalaureate degree work.

Today's baccalaureate degree oriented students who first choose to attend a two year college do so because of the community college's closeness to their homes, costs, ability to work full or part time while attending classes and the varied times for course offerings. Today's potential transfer students also choose to attend community and junior colleges because they want to: make good grades, test their ability

to do college work, be able to experience close student-faculty relationships with quality instruction, develop the basic competencies, critical thinking, problem solving abilities, communication skills, self-reliance and self-confidence.

Once these potential baccalaureate degree seekers believe that they will be successful at a four year college or university they consider transferring. Those who participate in the transfer process from junior to senior institutions live out their American dream of upward mobility by furthering their education. Many of the "early" transfer students would not have been accepted by their first choice baccalaureate degree-granting institution on their high school grades. But by proving their academic ability at a community or junior college they gained acceptance to their chosen baccalaureate institutions.

If community and junior colleges are truthfully built on an "open door" policy, they also must support an easy exit policy. Community and junior colleges should acknowledge their "early" transfers as successful since many of them do become baccalaureate degree recipients. For example, 85 percent of my research study's early transfers, or non-associate degree earners, have obtained their baccalaureate degrees. Community college personnel and state officials should stop worrying about the lack of associate degrees

Table 1. Relationship Of The Transfer Students' Baccalaureate Outcomes To Their Associate Degree Status

Baccalaureate Degree Outcomes	Transfer Students' Associate Degree Status	
	Earned Associate Degree	Did Not Earn Associate Degree
	(N= 120)	(N=193)
Earned Baccalaureate Degree	74%	85%
Did Not Earn Baccalaureate Degree	26%	15%

COMMENT: Over a seven year period (1973-1979) this research showed that each year fewer transfer students earned associate degrees.

obtained by their transfer students. It may be more appropriate to applaud their early transfer students for their educational achievements. (Note Table 1)

Research showed that the personalized and caring environment of a community and/or junior college setting can not be overlooked. These early transfer students decided to transfer near the beginning of their community college experience because they felt confident about their ability to successfully accomplish baccalaureate level work. Because they had experienced well qualified instruction they felt that they were ready to face the rigors imposed on university students. However after transferring 62 percent of the students noted that their baccalaureate institution's grading standards were harder; 72 percent noted that the assignments were much more demanding; and 76 percent noted that the amount of reading was more extensive at their transfer institutions. Those community college transfer students that chose to attend universities and large four year colleges strongly suggested that future transfer students be prepared for the type of "transfer shock" they experienced through counseling and orientation sessions. The four most repeated concerns voiced were: the transfer institution's class sizes, grading standards, dehumanizing environment, and faculty-student relationships.

I strongly urge that group counseling sessions for pre-transfer and post-transfer students be made available and be well publicized. Pre-transfer sessions could focus on general information, college choice, institutional environments, social stratifications, transfer options, curricula matching, and transfer shock. Post-transfer decision sessions could focus on anxiety, alienation, and assertiveness.

The best type of information that could be offered to your transfer students is to provide data about your institution's former transfers. Why? This information, which would most likely be very similar to my research findings, will help to alleviate the "limited Door" aspects of your community or junior college. If your present transfer students could be made aware that in the past your transfer students' socioeconomic statuses strongly influenced their baccalaureate institutional choices they just might choose differently. When you can show them that baccalaureate degrees have been obtained by former transfers at various types of universities they just might consider a baccalaureate institution that has many more options to offer upon graduation. In turn, their transfer students' successes will reflect positively toward your institutions where they were encouraged, challenged, and experienced an "open door." The research alone can bring attention to

your institution's efforts to correct the desparities between access and outcomes. This type of research is relevant to our national commitment to utilize our higher educational system to maximize the mobility of students of less advantaged backgrounds.

RESEARCH PROBLEM

The types of items I explored in my research were: student background characteristics, reasons for selecting a baccalaureate institution, perceptions of transfer alternatives, and academic experiences at the baccalaureate institutions. These, in turn, were related to the particular choice of a transfer institution as well as to the final educational outcomes. Please refer to Figure I, page 7.

The research addressed three questions:

1. Are the students' background characteristics, reasons for community college attendance, reasons for selecting a baccalaureate institution, perceptions of transfer alternatives, and academic experiences at the baccalaureate degree-granting institutions related to the type of baccalaureate institution attended?
2. Are the students' background characterisitics, selected reasons, and academic experiences at their baccalaureate institutions related to their educational outcomes?

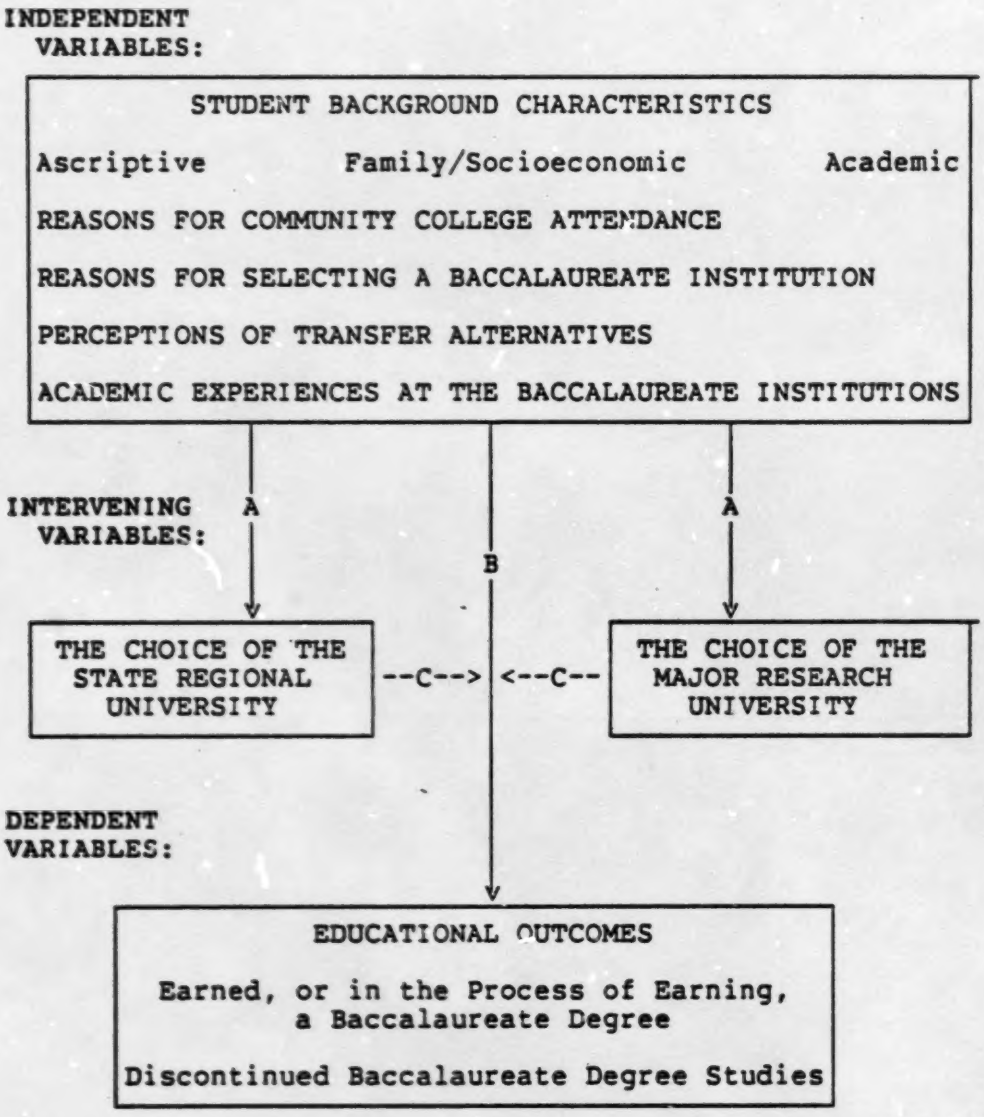

FIGURE 1

THE STUDY'S VARIABLES AND THE RELATIONSHIPS TO BE EXAMINED

NOTE:
- A. Relationships of predictors to choice of the baccalaureate degree-granting institutions.
- B. Relationships of predictors to the student's educational outcomes.
- C. Relationships of predictors to student outcomes as these differ in the different baccalaureate institutions

3. Are the variables that predict the successful earning of a baccalaureate degree at a state regional university different from those that predict the successful earning of a baccalaureate degree at a major research university?

STUDENT BACKGROUND CHARACTERISTICS

Ascriptive Characteristics:

Sixty-five percent of the respondents were women and 38 percent were men. While 8 percent of the respondents were black and 2 percent were from other minority groups, 90 percent were white. The majority of the respondents and their parents were born in the United States; 65 percent of the students were born in Michigan.

The mean age of the respondents was twenty-seven years at the time of transferring to their chosen baccalaureate degree-granting institutions; however, the modal age was 20.5 years. These facts suggest that, while some of the responding transfer students were older than the normal age for university native students, many transfer students tended to be of an equal age with university native students.

In summary, the respondents represented a heterogeneous group.

Family/Socioeconomic Characteristics:

Eighty-five percent of the respondents were raised in two parent families and 15 percent came from single-parent homes. In the two-parent families 59 percent of the

respondents' mothers were homemakers; 22 percent of the respondents' mothers held white-collar jobs and 16 percent held blue-collar positions. These percentages seemed to indicate that a majority of the respondents in my study came from traditional single-income home settings. The location of the community or junior college could totally change these findings.

Forty-five percent of the respondents were married and 65 percent lived away from their parents' homes while they were attending the community college.

For many of the respondents going to college represented generational upward mobility: only 43 percent of the fathers and 30 percent of the mothers had been enrolled in postsecondary institutions. Fourteen percent of the fathers and 7 percent of the mothers had graduate or professional educations while 33 percent of both the respondents' siblings and spouses had attended graduate or professional schools.

In summary, the findings on the students' ascriptive and family characteristics support the assumption that there is some congruence between the status of students' backgrounds and the status of the institutions of higher education they attend, as well as their successful outcomes. More of the transfer students from white-collar and better educated families tended to choose the major research university as their baccalaureate institution as well as successfully

attaining their baccalaureate degrees. Related to their higher socioeconomic status is the fact that the students attending the major research university, as well as those who completed their baccalaureate degrees, had less need to work during their college attendance and, therefore, were able to attend classes on a full-time basis.

Academic Characteristics:

The mean for all the self-reported high school grades was slightly less than a B average. The greatest number of respondents (N=103) reported their high school grades as mostly A's and B's.

The respondents' community college grades ranged from 1.04 to 4.00 on a four point scale, with a mean of 3.46, or a B+ average. Generally, the transfer students' grades improved during their community college matriculation.

The students who did better academically in high school and in the community college courses more often transferred to the major research university and more often completed their baccalaureate degrees. Those who transferred to the more prestigious institution and the baccalaureate degree completers more often were also students who had made very early commitments to higher education and to their chosen baccalaureate institutions. They had more often already decided on going to their specific baccalaureate institution at the point when they were just entering the targeted

community college.

Two significant academic findings related only to educational outcomes, not to the choice of a baccalaureate institution. Students who later completed their baccalaureate degrees more often were students who had attended more than one institution of higher education before the targeted community college. Possibly their wider experience enabled them to make a better and more committed baccalaureate choice. The second and somewhat surprising academic finding was that students who completed their baccalaureate degrees were more often those who had not completed their associate degrees at the targeted community college. Further analysis suggested that they did not complete their associate degrees because they were more certain that they wanted to go on to earn a baccalaureate degree, felt more self-confident about their ability to do baccalaureate degree work, and did not need to complete their associate degrees in order to transfer. This has important implications since community and junior colleges have tended to be judged negatively if students do not complete their associate degrees.

REASONS FOR COMMUNITY COLLEGE ATTENDANCE

The most important community college attendance reasons were held in common. They were: location, low costs, ability to work while attending classes, and flexibility of

the course times.

REASONS FOR SELECTING A BACCALAUREATE INSTITUTION

The reasons given for selecting a specific baccalaureate institution predicted both choice of a baccalaureate institution and educational outcomes. State regional university respondents had reasons that enabled them to integrate their baccalaureate studies with their work and family obligations; major research university respondents valued the prestige of the institution and the reputation of their academic programs of study. Students whose reasons for choosing a baccalaureate institution reflected their involvement in a particular program or in their academic self-confidence were more likely to complete their baccalaureate degrees.

PERCEPTIONS OF TRANSFER ALTERNATIVES

The variables investigated under perceptions of transfer alternatives were: the number of institutions under consideration, the number of applications made, the number of acceptances received, and the reasons given for the respondents' first choice institutions.

Besides the two baccalaureate institutions under examination, namely, the state regional university and the major research university, nine other baccalaureate degree-granting institutions were considered by 21 of the 362 respondents. Interestingly, only 39 respondents applied

to more than one institution. The 362 respondents reported making 410 applications and received 394 acceptances.

Sixty-five percent of the respondents attended the state regional university and 35 percent of the respondents attended the major research university. The key reasons offered by the respondents who applied to and attended the state regional university were: convenient location, low cost, and the time of the course offerings. The key reasons offered by those who applied to and attended the major research university were: prestige of the institution, location of the institution, and good feelings about being accepted by the research university.

ACADEMIC EXPERIENCES AT THE BACCALAUREATE INSTITUTIONS

Only 12 percent of the respondents received probation status while in attendance at their chosen baccalaureate institutions. Over half of them have completed their baccalaureate degrees.

The respondents did not recover from their "transfer shock's" grade point losses. However, while baccalaureate GPAs were lower than community college GPAs, both sets of GPAs showed the same relationships with baccalaureate choice and outcomes. Students who chose the major research university and those who completed their baccalaureate degrees had higher GPAs in both the community college and their baccalaureate institution.

CONCLUSION

Since this study was limited to students transferring from one specific community college in Michigan during the years 1973-1979, I urge you to conduct your own research on your transfer students. As I turn this podium over to Laura Rendon you will hear quite a different approach to the factors that impact the persistance, attrition, and educational outcomes of Chicano students in community colleges. I am sure that your unique settings would offer yet other significant contributions related to the desparities between access and outcomes, especially if higher education is to continue to be viewed as a major promoter of upward mobility and equality in our society.

APPENDIX

TRANSFER STUDENT QUESTIONNAIRE

July 15, 1981

Dear Participant:

You have been selected to participate in a study sponsored by "X" Community College and "Y" University. Your participation is voluntary and vital to the success of the project.

The purpose of this study is: (1) to find out from former transfer students why they chose to attend a community college before selecting their baccalaureate degree-granting insititution, (2) to find out when transfer students actually decided to obtain a baccalaureate degree, and (3) to find out what happened after they transferred. It is hoped that with these findings both "X" Community College and "Y" University will be better able to serve the needs of their transfer students.

Your participation in this study will take about twenty minutes. Please complete the enclosed questionnaire and transcript release form. Your Survey Identification Number will only be used to facilitate the coding of your responses. You may choose to omit any part of a question or any question as a whole. Your responses will be recorded anonymously and you will not be identified. Only aggregate data will be reported in the study.

If you desire to learn about the results of this transfer student project, please place your name and address on the enclosed mailing label. Return it AS SOON AS POSSIBLE with your completed transcript release form and questionnaire. A prepaid return envelope has been provided for your convenience. The mailing label and transcript release form will be separated from the questionnaire upon opening the envelope.

Thank you for your assistance.

Sincerely,

Kathleen M. Smith
Project Researcher

Enclosures: Questionnaire
Transcript Release Form
Mailing Label
Prepaid Return Envelope

Survey #_____ **TRANSFER STUDENT QUESTIONNAIRE**

DIRECTIONS: On the following pages you will be asked to give reasons for your transfer pattern, attendance at "X" Community College, and selection of "Y" University as your baccalaureate degree-granting institution. You will also be asked to complete background information. Each question will have its own specific directions.

SECTION A: BACCALAUREATE DEGREE PURSUITS

1. When did you decide you wanted to obtain a baccalaureate (BA or BS) degree? Please check **one** of the following:

___ As long as I can remember
___ I decided while I was in grade school.
___ I decided while I was in junior high school.
___ I decided while I was in senior high school.
___ I decided after I finished high school but before attending "X" Community College.
___ I decided near the beginning of my program at "X" Community College.
___ I decided toward the middle of my program at "X" Community College.
___ I decided near the end of my program at "X" Community College.
___ I decided after I had completed my program at "X" Community College.
___ Other (please specify) _____

2. How much encouragement did each of the following people give you with your decision to work toward a baccalaureate degree? Please check **one** box for **EACH** person or set of persons.

Categories	Amount of encouragement: Much	Some	Little	None	Never talked about college with them	Discouraged me	Does not apply
Significant High School Teacher(s)	—	—	—	—	—	—	—
Significant High School Counselor(s)	—	—	—	—	—	—	—
Significant Employer(s)	—	—	—	—	—	—	—
Father	—	—	—	—	—	—	—
Mother	—	—	—	—	—	—	—
Sister(s) and/or Brother(s)	—	—	—	—	—	—	—
Relatives	—	—	—	—	—	—	—
Friends	—	—	—	—	—	—	—
College Student(s)	—	—	—	—	—	—	—
Other	—	—	—	—	—	—	—

(please specify) † _____

†Spouse was the most frequently added person

3. Have you completed and received a baccalaureate degree?

Yes __ (Skip to the next question (#4))

No __

Are you presently going to school and working toward a baccalaureate degree?

Yes __

When do you plan to complete your baccalaureate degree?
(Ex.: May '82) _____

From what institution? _____
(Go on to the next question (#4))

No __

Why did you discontinue baccalaureate degree studies at "Y" University
_____
_____

Do you feel that things would have been different if you had chosen a different baccalaureate degree-granting institution?

Yes __ No __

Do you plan to continue your baccalaureate degree studies in the near future?

Yes __

At what institution? _____

When? (Ex.: Fall, '81) _____
(Go to the next question (#4))

No __ (Skip to the next question (#4))

Uncertain __ (Skip to the next question (#4))

4. When did you first gain a feeling of confidence or certainty about your ability to complete baccalaureate degree work? Please check one blank.

__ I was always confident about my ability to complete a baccalaureate degree.
__ I wasn't always sure about my ability to do baccalaureate degree work but I did gain confidence... (please check one of the following)
  __ Sometime before I began attending "X" Community College.
  __ While I was attending "X" Community College.
  __ At the time of my transfer to "Y" University.
  __ Toward the middle of my program at "Y" University.
  __ At the end of my program at "Y" University.
__ I still do not feel confident about my abilities to do baccalaureate degree work.
__ Other (please specify)_____

5. Please list the names of each college and/or postsecondary school you have attended since leaving high school, you major area of study at each institution, the dates you attended each institution, and your degree and the date you received it, if applicable.

Name of institution	Major area of study (Ex.: Liberal arts, Data Processing, Nursing, etc.)	Attendance dates (Ex.: 1977-79, Summers '74, '75, Winter & Spring '76, etc.)	Degree & date (Ex.: BA May '79, MS Aug. '80, etc.)

SECTION B: COMMUNITY COLLEGE ATTENDANCE

6. Below are reasons former community college students have given as to why they chose to attend a community college. In reference to your own decision to attend "X" Community College, please rate the importance of EACH of the following reasons by circling the most appropriate response:

1 - extremely important
2 - substantially important
3 - somewhat important
4 - slightly important
5 - not at all important
6 - does not apply

CIRCLE ONE NUMBER FOR EACH REASON

PERSONAL-SOCIAL/VOCATIONAL

Specific program helped fulfill my career goals	1	2	3	4	5	6
Friends were going there	1	2	3	4	5	6
Able to explore various career options	1	2	3	4	5	6
Develop general knowledge to increase career potential	1	2	3	4	5	6
Develop identity, self-confidence, self-reliance	1	2	3	4	5	6
Obtain job-related skills	1	2	3	4	5	6
Develop interpersonal social skills	1	2	3	4	5	6
Community college attendance provided a sure way of being accepted at a baccalaureate degree-granting institution	1	2	3	4	5	6

CONVENIENCE

Wanted to live at home	1	2	3	4	5	6
Provided day care services for small children	1	2	3	4	5	6
Length of program	1	2	3	4	5	6
Flexible course times: day, evening, weekend, etc.	1	2	3	4	5	6
Could work full or part-time while attending classes	1	2	3	4	5	6

FINANCIAL

Low tuition	1	2	3	4	5	6
Financial aid and/or scholarship	1	2	3	4	5	6

ACADEMIC

Ability to make good grades	1	2	3	4	5	6
Improve basic skills (math, reading, writing)	1	2	3	4	5	6
Wanted to test my ability to do college work	1	2	3	4	5	6
Develop critical thinking, communication skills, problem-solving abilities	1	2	3	4	5	6

7. Please rate the influence EACH of the following had on your selection of "X" Community College by circling the most appropriate response:

1 - much influence
2 - some influence
3 - very little influence
4 - no influence
5 - negative influence...I chose "X" Community College in spite of this
6 - does not apply

	CIRCLE ONE NUMBER FOR EACH REASON					
INDIVIDUAL INFLUENCES						
Friend(s)	1	2	3	4	5	6
Sister(s) and/or Brother(s)	1	2	3	4	5	6
Parent(s)	1	2	3	4	5	6
High School Teacher(s) and/or Counselor(s)	1	2	3	4	5	6
Student(s) who went to "X" Community College	1	2	3	4	5	6
Employer(s)	1	2	3	4	5	6
INSTITUTIONAL INFLUENCES						
Location	1	2	3	4	5	6
Educational Philosophy	1	2	3	4	5	6
The Quality of Faculty at "X"	1	2	3	4	5	6
The Quality of Student-Teacher Relationships at "X"	1	2	3	4	5	6
"X" Community College's Student Activities and/or Services	1	2	3	4	5	6
"X" Community College's Social Environment	1	2	3	4	5	6
"X" Community College's Campus Size/Attractiveness of Facilities	1	2	3	4	5	6
Other (please specify)_____	1	2	3	4	5	6

8. Please think back to the time when you began to study at "X" Community College. What was your highest educational goal at that time? Please check one answer.

___Completion of a few college courses
___Six-month Certificate
___One-year Certificate
___Two-year Certificate
___Associate Degree (AA, AS, etc.)
___Baccalaureate Degree (BA, BS,
___Masters Degree (MA, MS, etc.)
___Professional Degree (Medicine, Law, etc.)
___Doctorate (PhD, EdD, etc.)
___Other (please specify)_____

9. Did you apply to more than one baccalaureate degree-granting institution when you were preparing to transfer from "X" Community College? Please check your response.

No __

Why did you only apply to one college? _____

Yes __

Please list all the schools to which you applied? _____

Which college was your first choice? _____

Why was it your first choice? _____

To which colleges were you admitted? _____

SECTION C: REASONS FOR SELECTION OF BACCALAUREATE DEGREE-GRANTING INSTITUTION

10. When did you decide you wanted to obtain a baccalaureate degree from "Y" University? Please check one of the following:

___ As long back as I can remember.
___ I decided I wanted to go to "Y" University while I was in grade school.
___ I decided I wanted to go to "Y" University while I was in junior high school.
___ I decided I wanted to go to "Y" University while I was in senior high school.
___ I decided I wanted to go to "Y" University after high school.
___ I decided I wanted to go to "Y" University after high school but before I began studying at "X" Community College.
___ I decided I wanted to go to "Y" University while I was attending "X" Community College.
___ Other (please specify)_____

11. Below are reasons students have for choosing their baccalaureate degree-granting institution. In refernce to your own decision to attend "Y" University, please rate the importance of each of the following by circling the most appropriate response:

1 - extremely important
2 - substantially important
3 - somewhat important
4 - slightly important
5 - not at all importnat
6 - does not apply

	CIRCLE ONE NUMBER FOR EACH REASON					
PERSONAL-SOCIAL/VOCATIONAL						
Friends were going there	1	2	3	4	5	6
Always wanted to get my degree from "Y" University	1	2	3	4	5	6
Wanted to live away from home in a campus setting	1	2	3	4	5	6
Attending "Y" University would increase my chances of getting a good job	1	2	3	4	5	6
Specific program helped fulfill career goals	1	2	3	4	5	6
Everybody seemed to be going there	1	2	3	4	5	6
Going to "Y" University would increase my chances of getting into the graduate school I wanted to attend	1	2	3	4	5	6
Transfer to "Y" University at the time I chose would enhance my career	1	2	3	4	5	6
CONVENIENCE/FINANCIAL						
Wanted to live at home	1	2	3	4	5	6
Could work full or part-time while attending classes	1	2	3	4	5	6
Financial aid and/or scholarship	1	2	3	4	5	6
"Y" University provided child care services	1	2	3	4	5	6
ACADEMIC						
"Y" University accepted my previously earned college credits	1	2	3	4	5	6
I knew that I would be able to succeed academically at "Y" University	1	2	3	4	5	6
I was able to meet "Y" University's admissions requirements	1	2	3	4	5	6
It was academically advantageous to transfer at the time I chose	1	2	3	4	5	6

12. Please rate the influence EACH of the following had on your selection of "Y" University by circling the most appropriate response:

1 - much influence
2 - some influence
3 - very little influence
4 - no influence
5 - a negative influence...I chose "Y" University in spite of this
6 - does not apply

	CIRCLE ONE NUMBER FOR EACH REASON
INDIVIDUAL INFLUENCES	
Parent(s)	1 2 3 4 5 6
Sister(s) and/or brother(s)	1 2 3 4 5 6
Relative(s)	1 2 3 4 5 6
Employer(s)	1 2 3 4 5 6
Friend(s)	1 2 3 4 5 6
"X" Community College's faculty members	1 2 3 4 5 6
"X" Community College's counselor(s)	1 2 3 4 5 6
Fellow students at "X" Community College	1 2 3 4 5 6
"Y" University's admissions counselor(s)	1 2 3 4 5 6
"Y" University's student(s)	1 2 3 4 5 6
INSTITUTIONAL INFLUENCES	
"Y" University's program guide or catalog	1 2 3 4 5 6
"Y" University's orientation session(s)	1 2 3 4 5 6
"Y" University's educational philosophy	1 2 3 4 5 6
"Y" University's location	1 2 3 4 5 6
"Y" University's reputation	1 2 3 4 5 6
"Y" University's campus facilities/ physical environment	1 2 3 4 5 6
"Y" University's sports programs	1 2 3 4 5 6
The quality of "Y" University's faculty	1 2 3 4 5 6
The reputation of the specific program I wanted	1 2 3 4 5 6
The requirements of the specific program I wanted	1 2 3 4 5 6
Other (please specify)_____	1 2 3 4 5 6

SECTION D: STUDENT BACKGROUND CHARACTERISTICS

This section is vital to the study in order to more fully understand transfer students. The final report will record this information in aggregate form.

13. How do you describe yourself? Please check one of the following:
___American Indian, Alaskan native
___Asian, Pacific islander, Filipino
___Black, Afro-American
___Hispanic, Chicano, Spanish-speaking American
___White Caucasian
___Other (please specify)_____

14. Did you live in a two-parent family while growing up?

Yes ___

What was the main paid occupation of your father?
_____

What was the main paid occupation of your mother? (Note: If your mother did not have paid employment, indicate "homemaker.")
_____

No ___

What was the main paid occupation of the head of the household?
_____

15. What was your family's religion while you were growing up? Please check one of the following:

___Jewish
___Protestant
___Roman Catholic
___None
___Other (please specify)_____

16. Where were you and your parents born? Place the name of the state (if in U.S.A.) or the foreign country in the appropriate blank.

Yourself _____

Your father _____

Your mother _____

17. How many older and how many younger brother(s) and/or sister(s) did you have while you were growing up? Please place the appropriate number on the lines provided.

___Older brother(s) ___Older sister(s)

___Younger brother(s) ___Younger sister(s)

18. Please check the **one** category that best describes where you lived while you attended "X" Community College.

___lived with my parent(s) or guardian(s)

___lived away from my parents' home or in my own home

19. Please check the **one** category that best describes your marital status while you attended "X" Community College.

___Single, no children
___Single, with child(ren)
___Married,no children
___Married, with child(ren)
___Other (please specify)_____

20. Please check the **one** category that best describes your work status while you attended "X" Community College.

___Generally worked full-time (40 or more hours per week)
___Generally worked part-time (between 20 and 40 hours per week)
___Generally worked part-time (less than 20 hours per week)
___Generally did not work

21. Please check the **one** category that best describes your work status while you attended "Y" University.

___Generally worked full-time (40 or more hours per week)
___Generally worked part-time (between 20 and 40 hours per week)
___Generally worked part-time (less than 20 hours per week)
___Generally did not work

22. Please check the **one** category that best describes your high school grades:

___mostly A's
___mostly A's and B's
___mostly B's
___mostly B's and C's
___mostly C's
___mostly C's and D's
___mostly D's
___mostly D's and F's

23. What is the highest grade level completed by your parents, your brother/sister with the most education (if applicable), and your spouse (if applicable)? Please indicate EACH person's highest grade level by placing **one** check mark in **each column.**

LEVEL OF EDUCATION	FATHER	MOTHER	MOST EDUCATED BROTHER/SISTER	SPOUSE
Elementary school				
Some high school				
High school diploma				
Some college				
Two-year college degree				
Four-year college degree				
Some graduate work				
Masters degree				
Professional degree				
Doctoral degree				

THANK YOU FOR YOUR COOPERATION. PLEASE RETURN THIS IN THE ENVELOPE PROVIDED.

TRANSCRIPT RELEASE FORM

DIRECTIONS: It would be greatly appreciated if you would sign the following transcript release form. The purpose of this form is to grant permission to review your transcripts in order to report how students who transfer from "X" Community College faired academically at "Y" University. Only aggregate date will be reported for the entire group. You will not be identified as an individual.

I give my permission for my college transcripts to be reviewed by Kathleen M. Smith as part of the necessary research procedures for this study.

I understand that my identity and my grades will not be revealed. I further understand that all the information regarding individual students will only be reported collectively.

_____
Signature

Please print the name(s) you used while attending:

"X" Community College: _____

"Y" University _____

These name(s) are needed in order to locate your transcripts. Thank you.

This page will be removed from the questionnaire upon opening your envelope so that your anonymity will be preserved.

MAILING LABEL

DIRECTIONS: If you are interested in receiving a written summary of this study's findings, please complete the mailing label below. Please print your name, street address, city, state, and zip code inside the box below. Thank you.

REFERENCE

Smith, Kathleen Mary. The relationship of community college transfer students' characteristics to their baccalaureate institutional choice and outcomes. (Doctorial dissertation, The University of Michigan, 1982).

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